Indiana Department of Education

High Ability Language Arts Curriculum Project

Mini Unit 6   Grade Level: 6

Teacher Author: Monica Plantan

Edition Date: 09.26.14

Indiana Academic Standards 2014

INTRODUCTION FOR MINI UNIT 6

This mini unit is designed to address Indiana Academic Standards that were included in the State of Indiana 6th Grade High Ability Unit, but that will require additional attention during the school year. These eight lessons may be completed sequentially as a mini-unit, or they may be divided into subgroups that can be pulled out and used at any time during the school year.

Lessons 1, 2, 3 - This triad of lessons focuses on the literature genre of mysteries. There is an Adventures of Sherlock Holmes short story, "The Adventure of the Speckled Band," a multimedia experience of that short story, and narrative writing involving a locked-room mystery.

Lessons 4 and 5 – These lessons address persuasive writing on a topic of choice. After researching the topic and writing the persuasive speech, students will follow up with a short persuasive speech that incorporates an effective "hook" to gain the audience's attention.

Lessons 6 and 7 – Active research techniques, comparing author's textual evidence, writing an informational piece, and citing sources are highlighted in this lesson duo. The topic incorporates Indiana's sixth grade social studies standard regarding the Renaissance, so the timing of these two lessons may be best if coordinated with the social studies curriculum.

Lesson 8 – This lesson explores various works of classic poetry in a variety of genres, but all on a similar theme.

OVERVIEW OF CONTENT, INCLUDING CONCEPT

The content of the unit was chosen for its rigorous nature as well as its availability for little or no cost to teachers or schools. Arthur Conan Doyle's collections of short stories are free and available online in the public domain through Project Gutenberg and other classic literature databases, as are the classic poems that are used in Lesson 8. The social studies content is aligned to Indiana Standards, and the state's 6th grade adopted social studies textbooks can serve as starting points for the informational text comparisons. Additional Internet sources and the school library's resources will provide references for research. Students are encouraged to use Internet sources, interviews, and personal experiences to research evidence for their persuasive topic of choice.

The lessons in this mini unit can be taught under the umbrella concept of structure: structure of a mystery; structure of informational text; structure of a speech and structure of three forms of writing – narrative, expository, and persuasive. Because of its ubiquitous nature, the concept of structure can help "structure" the lessons in a variety of ways.

A teacher may wish to explore the concept of structure in a formalized fashion, as designed in the opening lesson in the Indiana High Ability Language Arts Unit for 6th grade, or she may simply

emphasize the concept of structure in each of the mini-unit lessons. Notes about concept are provided in several of the lessons.

Each lesson overview includes a quotation that relates to the lesson. At the teacher's discretion, the quotation may be referenced in the lesson's discussion questions, or it may serve as a writing reflection for students. Teachers may wish to use it as a journal prompt, or it may be used in a more formal fashion, depending upon need.

GOALS AND OBJECTIVES

Goal 1: To analyze and interpret literature
Students will be able to...
- Interpret literal and figurative meaning of written, spoken, and multimedia texts
- Identify similarities and differences in meaning in literary selections or multimedia pieces
- Make inferences and draw conclusions based on information in given passages or multimedia pieces
- Demonstrate understanding of important structural elements and their application to different types of literature including multimedia pieces.
- Create an objective summary of text or media including the central idea.
- Determine theme and its relationship to setting, character, and plot.

Goal 2: To synthesize and evaluate informational text
Students will be able to:
- Evaluate and apply understanding of text or multimedia features for a specified purpose and audience.
- Synthesize info from multiple sources to defend a point of view or explain historical events or scientific ideas.
- Judge reliability and validity of informational text sources including, but not limited to, internet, periodicals, and other print resources.
- Compare and contrast the most important points and key details presented in two sources on the same topic.

Goal 3: To become persuasive, informational, and narrative writers
Students will be able to:
- Write for multiple purposes and audiences using various media.
- Develop a written persuasive essay, letter, editorial, etc., given a topic.
- Generate a variety of informational pieces.
- Create a number of narrative pieces.
- Write a research paper on a given topic.
- Respond to a prompt (eg. text, art, map, media, etc.) using evidence.
- Complete various pieces using the writing process.
- Assess writing and multimedia communication of self and others.

Goal 4: To develop linguistic competency
Students will be able to:
- Apply knowledge of parts of speech to understand how words function in multiple contexts.
- Develop and use vocabulary at a level in alignment with reading.
- Use correct grammar and syntax in multiple contexts.

- Evaluate effective use of words, sentences, and paragraphs in context.
- Analyze and interpret text containing figurative language and utilize figurative language to convey meaning effectively in written, oral, and technological communication.

Goal 5 : To become effective communicators
Students will be able to...
- Discriminate between informative and persuasive messages.
- Evaluate an oral persuasive message according to main idea and arguments cited to support it.
- Evaluate a multimedia message according to main idea and elements of persuasion or reasoning.
- Initiate and participate in a range of collaborative discussions including giving and receiving constructive feedback. Organize oral and multimedia presentations based on predetermined criteria.
- Utilize appropriate technology and multimedia to effectively communicate.
- Evaluate writing, speaking, and multimedia communication of self and others.

Goal 6: To develop and apply critical and creative thinking (problem solving)
Students will be able to...
- Study, compare, contrast, and utilize a variety of thinking, reasoning, and problem solving models (e.g. Paul's Reasoning, Bloom's Taxonomy).
- Identify purpose of written, spoken, and multimedia communication of self and others.
- Identify problems, ask significant questions, research to find related facts, generate ideas, consider alternatives, and find solutions.
- Acknowledge and consider more than one perspective.
- Evaluate the validity of a claim or source based on evidence or criteria.
- Support a claim or a thesis statement with relevant data or evidence.
- Collaborate on critical and creative thinking (problem solving) activities or products.
NOTE: Consider Habits of Mind: Remain skeptical, active, and open-minded.

Goal 7: To understand the concept of structure.

DESCRIPTION OF ASSESSMENTS/ FINAL PRODUCTS

The following assessments and products are included in the lessons:

- Lesson 1
  - Mystery Vocabulary and Discussion Questions Handout
  - Reading Detective Chart
- Lesson 2
  - Comparison Graphic Organizer
  - Opinion Paragraph Writing and Rubric
- Lesson 3
  - Planning Handout
  - Narrative Writing Rubric
- Lesson 4
  - Research Log
  - Hamburger Model Graphic Organizer

- o Opinion Writing Rubric
- Lesson 5
  - o Persuasive Speech Rubric
- Lesson 6
  - o Research Log
  - o Expository Writing Rubric
- Lesson 7
  - o Students' completed Research Log Handouts
  - o Journal Prompt
- Lesson 8
  - o Poetry Analyzer Handout

UNIT OVERVIEW BY LESSON

Lesson Number	Lesson Title and Brief Description	Readings/ Resources Used	Indiana Academic Standards
1	*Locked-Room Mystery: "The Adventure of the Speckled Band"* Analyzing plot development, characters, and setting in a locked room mystery; Acquiring vocabulary specific to the genre of mystery	"The Adventure of the Speckled Band" by Sir Arthur Conan Doyle Mystery Vocabulary Handout with Discussion Questions Reading Detective Chart	6.RL.1, 2, 3, 4, 5, 6, 10 6.W.2, 4, 9, 10 6.L.2, 4, 6 6.SL.1
2	*Screening Room: "The Speckled Band"* After reading a mystery, students view a film of it to draw comparisons between the two experiences	Movie version of the mystery Projection capabilities Comparison Graphic Organizer	6.RL.7 6.SL.1 6.W.1, 9, 10
3	*You're the Key: Writing a Locked Room Mystery* Writing a locked room mystery – narrative writing	Writing a Locked Room Mystery Assignment Sheet Planning Handout Narrative Writing Rubric	6.W.3, 4, 5, 6, 10 6.L.1, 2, 3, 6 6.SL.1
4	*Everyone is Entitled to My Opinion* Gathering facts to support an opinion from a range of choices	TED-Ed Video (provided) Computer access Research Log Handout Hamburger Model Handout Persuasive Writing Rubric	6.RI.1, 3, 5, 6, 7, 8, 9, 10 6.W.1, 4, 5, 6, 7, 9, 10 6.L.1, 2, 3 6.SL.1
5	*Win It in a Minute – or Less* Using persuasive techniques in a short speech to "win" over an	Win It in a Minute Assignment Handout Persuasive Speech Rubric	6.SL.3, 4, 5, 6

	audience		
6	*Radical Renaissance Research* Research and expository writing on a topic related to the Renaissance	Social Studies textbook Access to the school media center or a variety of Renaissance books on a cart Computers/Internet Renaissance topics/people for research MLA citation examples or access to online citation Structuring My Renaissance Research Handout Research Log Handout Editing Handout Expository Writing Rubric	6.RI.1, 3, 5, 6, 7, 9, 10 6.W.2, 4, 5, 6, 7, 8, 9, 10 6.L.1, 2, 3, 6 6.SL.1
7	*Comparing Authors' Findings* Comparing different authors' presentations of the same events	Students' completed Research Log Handouts from Lesson 6 Journal Prompt	6.RI.1, 3, 9, 10 6.W.10 6.SL.1, 6
8	*Old Poems About Growing Older* Comparing classic poems of different genres, but with similar themes	Old Poems About Growing Older Handout Poetry Analyzer Handout Access to Internet	6.R.L. 1, 2, 4, 5, 9, 10 6.SL.1

2014 INDIANA ACADEMIC STANDARDS MINI UNIT ALIGNMENT REPORT

Mini Unit : Grade 6
Date of Alignment: 9.20.14   Completed by: Monica Plantan

NOTE: The following listing assumes this Mini Unit is used in addition to the original Indiana High Ability Language Arts Unit for the grade. The listing below is not comprehensive for both units, but addresses the standards taught in this mini unit and those still not addressed in either the original or the mini unit.

Standards that are well-covered within this mini unit in conjunction with the original Indiana High Ability Language Arts Unit for the grade and will need only practice and reinforcement in the remainder of the school year.

6.RL.1: Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
6.RL.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
6.RL.2.2: Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.
6.RL.2.3: Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.
6.RL.3.1: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.
6.RL.3.2: Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.
6.RL.4.1: Compare and contrast the experience of reading a story, play, or poem with listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text with what they perceive when they listen or watch.
6.RL.4.2: Compare and contrast works of literature in different forms or genres (e.g., *stories and poems; historical novels and fantasy stories*) in terms of their approaches to similar themes and topics.

6.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
6.RN.2.1: Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
6.RN.2.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., *through examples or anecdotes*).
6.RN.3.2: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
6.RN.3.3: Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.
6.RN.4.1: Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.

6.RN.4.2: Integrate information presented in different media or formats (e.g., *visually, quantitatively, verbally*) to demonstrate a coherent understanding of a topic or issue.

6.RN.4.3: Compare and contrast one author's presentation of events with that of another.

6.RV.1: Acquire and use accurately grade- appropriate general academic and content- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

6.RV.2.1: Use context to determine or clarify the meaning of words and phrases.

6.RV.2.4: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).

6.RV.2.5: Consult reference materials, both print and digital (e.g., *dictionary, thesaurus*), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

6.RV.3.1: Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

6.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.

6.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

6.W.3.1: Write arguments in a variety of forms that –

● Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.

● Use an organizational structure to group related ideas that support the argument.

● Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

● Establish and maintain a consistent style and tone appropriate to purpose and audience.

● Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.

● Provide a concluding statement or section that follows from the argument presented.

6.W.3.2: Write informative compositions on a variety of topics that –

● Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.

● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.

● Use appropriate transitions to clarify the relationships among ideas and concepts.

● Include formatting (e.g., *headings*), graphics (e.g., *charts, tables*), and multimedia when useful to aiding comprehension.

● Choose language and content- specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

● Establish and maintain a style appropriate to purpose and audience.

● Provide a concluding statement or section that follows from the information or explanation presented.

6.W.3.3: Write narrative compositions in a variety of forms that –

● Engage and orient the reader by developing an exposition (e.g., *describe the setting, establish the situation, introduce the narrator and/or characters*).

● Organize an event sequence (e.g. *conflict, climax, resolution*) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

● Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

● Provide an ending that follows from the narrated experiences or events.

6.W.4: Apply the writing process to –

● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
● Use technology to interact and collaborate with others to generate, produce, and publish writing.

6.W.5: Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.

● Formulate a research question (e.g., *In what ways did Madame Walker influence Indiana society?).*

● Gather relevant information from multiple sources, and annotate sources.

● Assess the credibility of each source.

● Quote or paraphrase the information and conclusions of others.

● Avoid plagiarism and provide basic bibliographic information for sources.

● Present information, choosing from a variety of formats.

6.W.6.1: Demonstrate command of English grammar and usage
6.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling

6.SL.1: Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.
6.SL.2.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
6.SL.2.2: Elaborate and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources
6.SL.2.3: Follow rules for considerate discussions, set specific goals and deadlines, and define individual roles as needed.

6.SL.2.4: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

6.SL.2.5: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

6.SL.3.1: Interpret information presented in diverse media and formats (e.g., *visually, quantitatively, orally*) and explain how it contributes to a topic, text, or issue under study.

6.SL.3.2: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

6.SL.4.1: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

6.SL.4.2: Create engaging presentations that include multimedia components (*e.g., graphics, images, music, sound*) and visual displays in presentations to clarify information.

6.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture

6.ML.2.1: Use evidence to evaluate the accuracy of information presented in multiple media messages.

6.ML.2.2: Identify the target audience of a particular media message, using the context of the message (e.g., *where it is placed, when it runs, etc.*)

Standards that are covered in this mini unit in conjunction with the original Indiana High Ability Language Arts Unit for the grade but which will still need additional focus in other units.
None

Standards that have not been addressed in this unit nor in the original unit for this grade .
None

LESSON NUMBER 1

LESSON TITLE: "LOCKED-ROOM MYSTERY: 'THE ADVENTURE OF THE SPECKLED BAND'"

I.   OVERVIEW OF THE LESSON

"There's something very strange about Sherlock Holmes, especially if you're an English schoolboy. When you read the stories, they stay with you forever." Anthony Horowitz – Author of the *Alex Rider Series*

- Analyzing plot development, characters, and setting in a locked room mystery
- Acquiring vocabulary specific to the genre of mystery

A note about the concept of structure: Consider the concept of **structure** *through the elements that an author uses in short stories and novels: plot, point of view, character development, and setting. These work in tandem to create the structure of a story. This idea can be extended to the compare the structure of mystery writing to that of other types of fiction. (Ex: Use of clues, red herrings, and tension)*

II.   STUDENT LEARNING OUTCOME OR OBJECTIVE

- To analyze the plot structure, characters, and setting of a locked room mystery
- To develop vocabulary associated with mysteries

III.   INDIANA ACADEMIC STANDARDS

- 6.RL.1, 2, 3, 4, 5, 6, 10
- 6.W.2, 4, 9, 10
- 6.L.2, 4, 6
- 6.SL.1

IV.   INSTRUCTIONAL TIME NEEDED

2-3 class periods

V.   GROUPING ARRANGEMENTS

Small group vocabulary work

Independent reading of the short story

Whole and small group discussions

Independent completion of Reading Detective Chart

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

"The Adventure of the Speckled Band" by Sir Arthur Conan Doyle

http://www.gutenberg.org/ebooks/1661 (Project Gutenberg download)

http://www.readbookonline.net/readOnLine/2652/ (Read Book Online)

http://www.readprint.com/work-623/The-Adventures-of-Sherlock-Holmes-Arthur-Conan-Doyle

 (Read Print – "The Adventure of the Speckled Band" is included in the above anthology.)

Mystery Vocabulary Handout with Discussion Questions

Reading Detective Chart

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

Period 1

Students may be introduced to Arthur Conan Doyle through this short biography: http://www.readprint.com/author-33/Arthur-Conan-Doyle-books#anchor_biography

(Read or Print)

Students will complete the Mystery Vocabulary Handout in small groups; then return to whole group to discuss findings.

Students will do an individual reading of the mystery; teacher may assign as homework, or extend the lesson another class period, if necessary. Ask students to write down any vocabulary from the reading if they were unable to glean its meaning from context.

Students who need scaffolding for comprehension may want to listen to the story as they read along. There is a creative commons mp3 version of the story through librivox.org. http://ia600307.us.archive.org/16/items/short_story_007/adventure_speckled_band_doyle_gmh_64kb.mp3

Period 2

As a whole group, clarify any vocabulary that posed difficulties.

In small groups, the students will answer the questions below (also included on the Mystery Vocabulary Handout)

Who narrates the story? (point of view)

Why do you think Doyle chooses this character to narrate?

What is the setting? Does it change throughout the story?

What purpose do the long descriptions serve? Give an example of one.

What interesting or unusual turn of events happens in the plot?

Identify a theme that emerges from the story.

Why do you think Dr. Roylott bent the fire poker during his meeting with Sherlock Holmes?

Watson explains that Holmes works because he loves what he does. What text examples illustrate that statement?

In what ways do Holmes's deductions seem unbelievable at first? (ex: Miss Stoner arriving by dog cart)

Returning to whole group, debrief and answer any lingering questions. Additional discussion questions include the following:

Consider today's quote from Anthony Horowitz: *"There's something very strange about Sherlock Holmes, especially if you're an English schoolboy. When you read the stories, they stay with you forever."*

Why might a Sherlock Holmes story "stay with you forever"?

Do you agree with Horowitz? Why or why not?

If you have read any books in the Alex Rider series, how has Arthur Conan Doyle's writing affected Horowitz as an author?

How do the mystery vocabulary words align with the plot and characters of "The Adventure of the Speckled Band?"

What limitations might a mystery writer face when writing a locked room mystery such as this?

Students will independently complete the Reading Detective Chart, and the teacher may choose to use this as a learning assessment.

Period 3 (if necessary, due to additional time for scaffolding)

Students will independently complete the Reading Detective Chart, and the teacher may choose to use this as a learning assessment.

VIII.   HOMEWORK

- Period 1 Homework – Finish reading the story. Teacher may wish to assign guided reading questions from the Vocabulary Handout.
- Period 2 Homework – Complete the Reading Detective Chart.

IX.   INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES

- An extensive unit may be an outgrowth of this lesson, with an anchor mystery novel, several short mystery stories, and students writing mysteries of their own.
- Social studies connection – Mysteries in History
    - Example: Legendary King Arthur – Why was his image created?

X.   LESSON HANDOUTS OR ASSESSMENTS

- Handout 6 M 1.1 Mystery Vocabulary and Discussion Questions Handout
- Handout 6 M 1.2 Reading Detective Chart
- Handout 6 M 1.3 Reading Detective Chart answer key and writing rubric

Handout 6 M 1.1 Mystery Vocabulary and Discussion Questions Handout

Name _____

Mystery Vocabulary	

Vocabulary Word	Meaning
alibi	
breakthrough	
clue	
deduction	
hunch	
motive	
perpetrator	
purloin	
red herring	
sleuth	
suspect	
testimony	
witness	

Discussion Questions – "The Adventure of the Speckled Band"

1. What words or phrases from the reading posed difficulty for you?
2. Who narrates the story? (point of view)
3. Why do you think Doyle chooses this character to narrate?
4. What is the setting? Does it change throughout the story?
5. What purpose do the long descriptions serve? Give an example of one.
6. What interesting or unusual turn of events happens in the plot?
7. Identify a theme that emerges from the story.
8. Why do you think Dr. Roylott bent the fire poker during his meeting with Sherlock Holmes?
9. Watson explains that Holmes works because he loves what he does. What text examples illustrate that statement?
10. In what ways do Holmes's deductions seem unbelievable at first? (ex: Miss Stoner arriving by dog cart)

Handout 6 M 1.2 Reading Detective Chart   **Name_____**

Reading Detective Chart – Assessment rubric attached

"The Adventure of the Speckled Band" by Sir Arthur Conan Doyle

Be a super sleuth and fill in the chart to answer the questions about "The Speckled Band" by Sir Arthur Conan Doyle. Fill in each bullet point under the heading for full credit.

Details from Miss Stoner's visit with Sherlock Holmes:

-
-
-
-

Details from Holmes's investigation of the room at Stoke Moran:

-
-
-
-

Possible red herrings in the case:

-
-

Who murdered Julia Stoner and what was the motive?

- Perpetrator -
- Motive -

In a well-written paragraph(s), summarize "The Adventure of the Speckled Band." Use as many of the mystery vocabulary words as you can in your summary, and highlight each of them.

September 26, 2014

Handout 6 M 1.3 Reading Detective Chart answer key and writing rubric

Detective Chart Answers and Summary Rubric

(Summary Rubric should be shared with students.)

Teacher may assign point values to each rubric element.

Details from Miss Stoner's visit with Sherlock Holmes:

• She is to be married in 4-6 wks. and will gain control of her own money.
• Living with stepfather, Dr. Grimesby Roylott of Stoke Moran
• Dr. Roylott married her mother when the two met in India; mother wealthy
• Mother died; stepfather became reclusive and violent
• Twin sister died 2 years ago; suspicious whistle sound; clang; sister cried "The Band - The Speckled Band; Miss Stoner heard same sounds previous night
• Bedroom doors locked and shuttered at night

Details from Holmes's investigation of the room at Stoke Moran:

• Alleged repairs of end room; Miss Stoner in middle room; bed clamped to floor
• "Dummy" bell rope hung down beside bed
• Open ventilator to Dr. Roylott's room
• Iron safe in Dr. Roylott's room; small saucer of milk on top of it; dog leash hung nearby

Possible red herrings in the case:

• Mention of gypsies
• Baboon and cheetah

Who murdered Julia Stoner and what was the motive?

• Perpetrator - Dr. Roylott - killed by his own murder weapon, a swamp adder
• Motive - Money - Helen's marriage would allow her control of her money, taking it from him.

Summarizing the Plot of "The Speckled Band"

	Exemplary	Satisfactory	Needs Improvement
Main Idea and Supporting Details	Accurately identifies the main idea and includes at least three important details; key ideas from the beginning, middle, and end of story are included	Main idea is identified; minimum of two key ideas from the text	Main idea is missing or incorrect; one or no key ideas from the text are included
Mystery Vocabulary	At least five of the mystery vocabulary words are accurately used in the summary	At least four of the mystery vocabulary words are accurately used in the summary	Fewer than four mystery vocabulary words are used or words are used incorrectly
Writing Conventions	Writing is free of major convention errors.	1-2 errors that do not affect meaning	3 or more errors, or errors detract from meaning

Lesson Number 2

Lesson Title: "Screening Room: 'The Speckled Band'"

I. Overview of the Lesson

"I think cinema, movies, and magic have always been closely associated. The very earliest people who made film were magicians." -Francis Cord Coppola, director

- After reading a mystery, students view a film of it to draw comparisons between the two experiences

II. Student Learning Outcome or Objective

- To compare and contrast the experience of reading a story to that of watching a video

III. Indiana Academic Standards

- 6.RL.7
- 6.SL.1
- 6.W.1, 9, 10

IV. Instructional Time Needed

- 2 class periods

V. Grouping Arrangements

- Whole group viewing of movie
- Independent completion of opinion paragraph
- Whole group discussion

VI. Reading Selections, Websites, Materials, and Equipment Needed

- It is necessary to have computer access with projection capabilities for this lesson.
- Both of these sites have the 1949 film version of "The Adventures of the Speckled Band" available under the creative commons license. Run time is approximately 27 minutes
  - http://archive.org/details/TheAdventuresOfTheSpeckledBand
  - http://www.thevideocellar.com/2010/11/adventure-of-speckled-band-1949.html
- Comparison Graphic Organizer

VII. Lesson, Student Activities, Guiding Questions

Period 1

- Prior to starting the video, inform students that they will be asked to write a short opinion piece (paragraph or two) regarding one of the following claims, and they must support the claim with evidence from the text and/or movie. This may serve as a guide for their focus and note taking.
    - As a character, Sherlock Holmes is more convincing in text format than in video.
    - As a character, Sherlock Holmes is more convincing in video than in the text.

- Students will view the video and complete the graphic organizer as they watch, taking care to jot down notes to support their opinion on Holmes's authenticity as a character in each medium.
- Students will write a 1-2 paragraph opinion essay, taking a stand on which medium best supports Sherlock Holmes as a detective character. Supply students with the rubric exemplars prior to writing.

Period 2

- As a whole group, share ideas from their opinion pieces.
- Answer guiding questions as an entire class.
    - What were some scenes or dialogues that aligned well from text to video?
    - What did you "see or hear" the text that was different from the movie? What did you "see or hear" in the movie that was different from the text?
    - How did the black and white 1949 movie affect you? Why?
    - Do you agree or disagree with Coppola's statement: "The very earliest people who made film were magicians."? Why?
- Teacher may have students submit notes and opinion writing for a grade.

VIII. HOMEWORK

- Period 1 Homework – Complete the opinion writing, checking for at least 4 textual and/or film references as evidence.

IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES

- The creative commons text and movie archives offer several additional short stories and reenactments of "The Adventures of Sherlock Holmes," should the teacher wish to extend these lessons into a full mystery unit.

X. LESSON HANDOUTS OR ASSESSMENTS

- Handout 6 M 2.1 Comparison Graphic Organizer
- Handout 6 M 2.2 Opinion Piece Writing Rubric

Handout 6 M 2.1 Comparison Graphic Organizer   **Name _____**

Text - Movie Graphic Organizer

Complete the columns, listing how Holmes's character came to life in the text and the movie. You may use this to complete your opinion writing on which medium most effectively portrayed Sherlock Holmes as a character. You must have at least 4 pieces of strong evidence to support your claim.
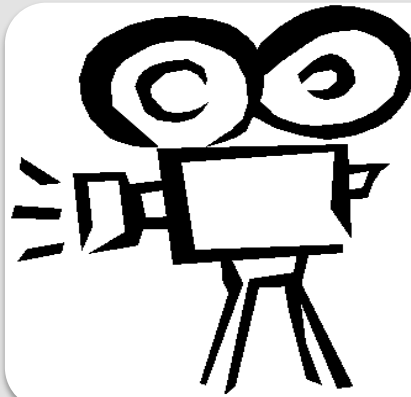
Text	Movie

Handout 6 M 2.2 Opinion Piece Writing   Name_____

	Opinion Writing Rubric (To be given to students prior to writing.) Teacher may assign point values.

	Exemplary	Satisfactory	Needs Improvement
Introductory Sentence	Introductory statement clearly states the writer's claim.	Introductory statement leaves doubt regarding the claim.	Introductory statement is missing or unclear in nature.
Textual Evidence	At least four pieces of strong textual evidence, and/or evidence in the video, support the claim.	At least three pieces of strong textual evidence, and/or evidence in the video, support the claim.	Fewer than three pieces of evidence support the claim, or evidence is weak.
Writing Conventions	Writing is free of major convention errors.	1-2 errors that do not affect meaning	3 or more errors, or errors detract from meaning

LESSON NUMBER 3

LESSON TITLE: "YOU'RE THE KEY: WRITING A LOCKED ROOM MYSTERY"

I.   OVERVIEW OF THE LESSON

"My name is Sherlock Holmes. It is my business to know what other people don't know." - Sherlock Holmes in *The Adventure of the Blue Carbuncle*

- Writing a locked room mystery

*A note about the concept of structure: Consider the concept of **structure** in writing – organizational structure; sentence structure; structure of a locked-room mystery, in this case.*

II.   STUDENT LEARNING OUTCOME OR OBJECTIVE

- To write a narrative using descriptive clues
- To develop a plot with well-structured event sequences
- To strengthen writing by receiving meaningful feedback when revising and editing

III.   INDIANA ACADEMIC STANDARDS

- 6.W.3, 4, 5, 6, 10
- 6.L.1, 2, 3, 6
- 6.SL.1

IV.   INSTRUCTIONAL TIME NEEDED

- 3 – 4 class periods (Consider 4 total days to include independent writing time and revisions/edits, with homework as necessary)

V.   GROUPING ARRANGEMENTS

- Individual planning and writing
- Peer editing; teacher editing

VI.   READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

- Computers for word processing capabilities, if possible
- Writing a Locked Room Mystery Assignment Sheet
- Planning Handout
- Narrative Writing Rubric (specific to locked room mystery genre)

VII.   Lesson, Student Activities, Guiding Questions

Period 1

- Using "The Adventure of the Speckled Band" as an example of a locked-room mystery, discuss some of the techniques that Conan Doyle used for the genre.
- Explain that the next four days will be devoted to writing workshop to help guide students through the entire writing process
- Distribute and discuss the Locked Room Mystery Handout and Planning Document
- Students should be encouraged to brainstorm with others, as needed. Planning Document may be completed as homework.

Periods 2-3

- Students might be best served in a writer's workshop format where each student is allowed his own time to write, revise, edit, meet 1:1 with the teacher, and give/receive peer feedback.
- Some type of "tracking" chart can assist the teacher in knowing where each student is in the writing process. It can also help keep students moving on the writing! An inexpensive suggestion is to put student names on craft sticks with magnet tape on the back. Write the various stages as headings on the white board – planning, rough draft, editing, final draft – and students move their names to the appropriate heading. There should also be heading to receive 1:1 teacher time so that each student has the opportunity to check in with an adult editor.
- Discussion Questions – To be used when teacher deems appropriate
    o   How does good dialogue add to a narrative?
    o   How is dialogue in a mystery different from that of other genres?
    o   Examine transition words in your writing. What effective techniques or words do you use?
    o   What mystery vocabulary are you able to incorporate in your locked-room mystery?
    o   Why are high-quality descriptions and sensory details necessary in this type of writing?
    o   How does Holmes's quote, "It is my business to know what other people don't know," factor into writing a locked room mystery?
    o   Share your best sentence in this piece of writing.

VIII.   Homework

- Period 1 Homework – Complete an outline or graphic organizer for the mystery.
- Period 2 – 4 Homework – Continue the writing process to keep up with due dates set by the teacher.

IX.   Interdisciplinary Connections, Enrichment Possibilities, or Resources

- Students might read a mystery as an independent reading requirement.

X.   LESSON HANDOUTS OR ASSESSMENTS

- Handout 6 M 3.1 Writing a Locked Room Mystery Assignment Sheet
- Handout 6 M 3.2 Planning Handout
- Handout 6 M 3.3 Narrative Writing Rubric (specific to locked room mystery genre)

Handout 6 M 3.1   **Name** _____
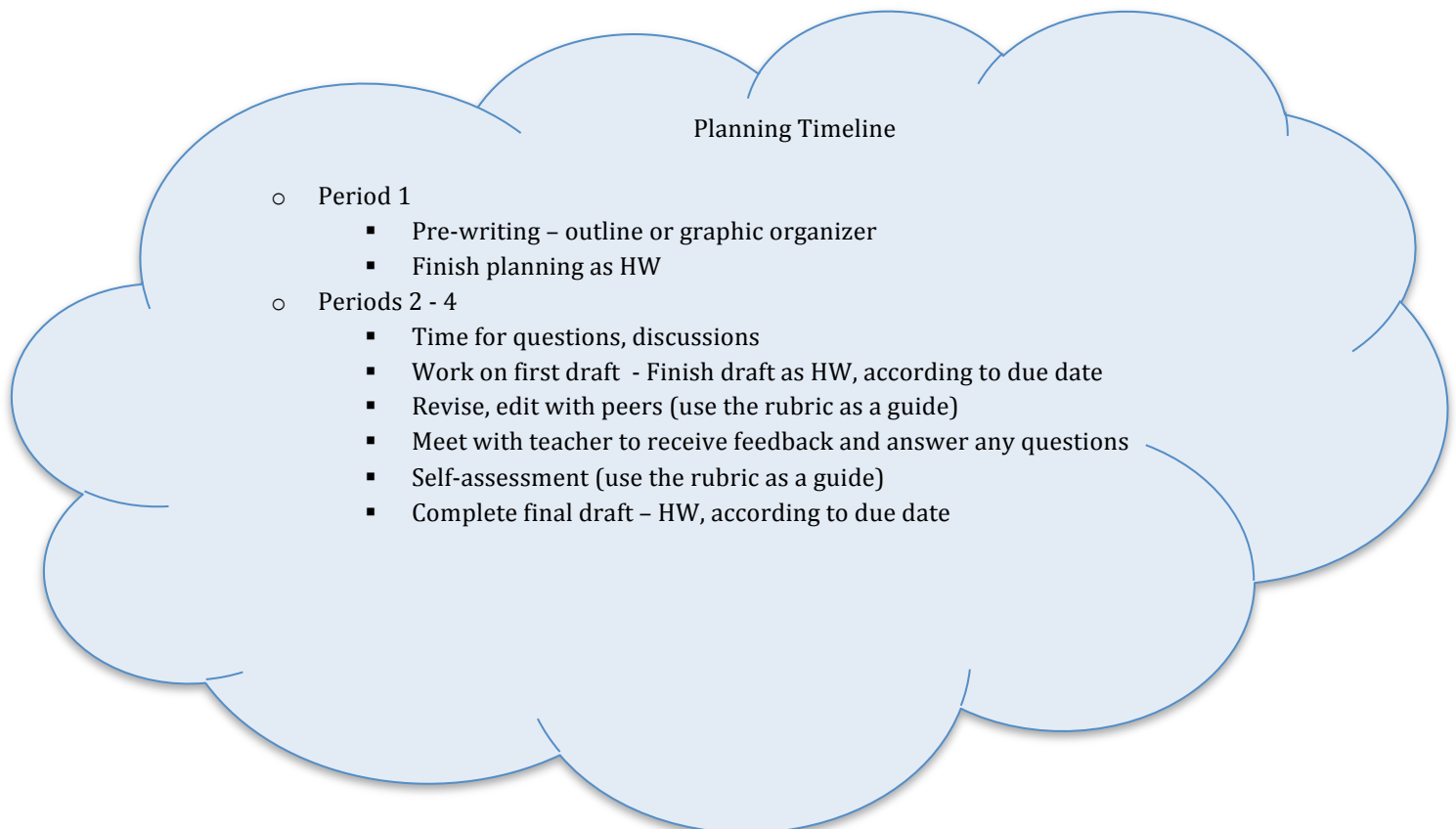
Narrative Writing Assignment: A Locked Room Mystery

"The locked room is an exercise in illusion – a magician's trick. Otherwise it's impossible, and the impossible can't be done, period. Since it *had* been done, it must be a trick, a matter of distracting attention, and once you know what you're really looking for, the answer is never hard." -Michael Collins, mystery writer

Before you plan your writing, consider these ideas:

- ✓ A mystery does not have to be a murder. It might be a robbery or a disappearance of some type.
- ✓ A "locked room" mystery doesn't necessarily have to be locked room. It could be a classroom after school has let out. It might be an airplane, a bank vault, a locker room, or a private dining room in a restaurant. Think outside the box. (Room humor!) The room you select will influence the crime and the clues.
- ✓ All mystery stories have a crime, a victim, a perpetrator, and a motive. Let the audience in on all of them.
- ✓ Create a vivid picture in your mind and describe your setting accordingly.
- ✓ Let the audience get to know your characters.
- ✓ Plant clues that include sensory details: sight clues and sound clues
- ✓ Think logically. As the writer, you know who did it. Plant logic clues that might hint at solving the mystery without giving it away. That's the tough part!

Now challenge your descriptive skills. Use the graphic organizer on the next page to help plan your locked room mystery.

Planning Timeline

- o Period 1
  - ▪ Pre-writing – outline or graphic organizer
  - ▪ Finish planning as HW
- o Periods 2 - 4
  - ▪ Time for questions, discussions
  - ▪ Work on first draft - Finish draft as HW, according to due date
  - ▪ Revise, edit with peers (use the rubric as a guide)
  - ▪ Meet with teacher to receive feedback and answer any questions
  - ▪ Self-assessment (use the rubric as a guide)
  - ▪ Complete final draft – HW, according to due date

Handout 6 M 3..2   **Name_____**

Locked Room Mystery – Planning Document

The Room

-
-
-

The Victim

-
-
-

The Crime Scene

-
-
-

The Clues

• Sight Clues
• Sound Clues
• Logic Clues

Whodunit?

Handout 6 M 3.3   Name _____

Revising, Editing, and Assessing Your Writing

Description Checklist – Locked Room Mystery

	1	2	3	4	5
The Room: vivid description allows audience to picture the setting; room influences the crime and the clues.	1	2	3	4	5
The Victim: physical description includes clothing, personal objects, or belongings; audience can make inferences about this person	1	2	3	4	5
The Crime: clearly indicates how the crime is discovered and by whom; details are included about the scene of the crime without unnecessary gore!	1	2	3	4	5
The Clues: sight clues, sound clues, and logic clues are included and described to the audience	1	2	3	4	5
The Perpetrator: revealed "perp" has motive; audience will be satisfied with this resolution even if unable to make the correct hypothesis themselves	1	2	3	4	5

Writing Rubric – Locked Room Mystery

	4	**3**	**2**	**1**
ELEMENTS OF A LOCKED-ROOM MYSTERY	Highly effective characters, plot development, sight, sound, and/or logic clues, and a viable motive	Evidence of characters, plot, clues, and motive	Provides some idea of the characters and plot; clues somewhat ineffective to the story line	Shows little attention to the elements of the mystery; general story without regard to clues or plot development
ORGANIZATION	Uses clear, consistent organizational strategy with a beginning, middle, and end to the mystery	Uses clear organizational strategy with occasional inconsistencies	Uses inconsistent organizational strategy	Shows lack of organizational strategy; writing is confusing
CONVENTIONS -Grammar -Spelling -Punctuation -Capitalization	Flow of paper is enhanced by skillful application of mechanics; No major errors	Minimal errors (1-3); mechanics and spelling are typical for grade level; uses transitions to connect ideas smoothly	Frequent errors (4-5) present, but content is readable; some transition of ideas	Serious errors make reading and understanding difficult; no transitions

LESSON NUMBER 4

LESSON TITLE: "EVERYONE IS ENTITLED TO MY OPINION"

I.   OVERVIEW OF THE LESSON

"You are not entitled to your opinion. You are entitled to your *informed* opinion. No one is entitled to be ignorant." - Harlan Ellison, writer for *Star Trek*

- Gathering facts to support an opinion from a range of choices

II.   STUDENT LEARNING OUTCOME OR OBJECTIVE

- To draw evidence from a variety of sources to support an opinion
- To judge the reliability and validity of sources
- To write an argument to support a claim

III.   INDIANA ACADEMIC STANDARDS

- 6.RI.1, 3, 5, 6, 7, 8, 9, 10
- 6.W.1, 4, 5, 6, 7, 9, 10
- 6.L.1, 2, 3
- 6.SL.1

IV.   INSTRUCTIONAL TIME NEEDED

- 3 class periods

V.   GROUPING ARRANGEMENTS

- Individual research, planning, writing
- Group discussions
- Peer editing

VI.   READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

- TED-Ed Video – What Aristotle and Joshua Bell can teach us about persuasion
- Projection availability for above video
- Access to computers with internet
- Research Log Handout
- Hamburger Model Handout
- Persuasive Writing Rubric

VII.   LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

Period 1
- Introduce students to the lesson by showing the TED Ed video, which focuses on logos, ethos, and pathos as necessary elements for persuasion, and why context matters. Run time is approximately 5 minutes.
  - [What Aristotle and Joshua Bell can teach us about persuasion](#)
- Discussion questions for follow up:
  - What kind of reaction do you think Joshua Bell anticipated to his playing in the subway?
  - What might he have done differently to receive a more positive response in that setting?
  - Would you have stopped to listen to someone playing in a crowded subway station? Why or why not?
  - When giving your opinion, why is it important to be informed on the topic?

- Below is a list of potential opinion writing topics from which students may choose. Group brainstorming might lead to other topics, and students may have ideas of their own. Encourage choice in order to draw upon individual passions and areas of expertise. The only requirement is that the writing be persuasive in nature, supported by sound reasons and evidence.

Note to teachers: Edit and add to the list of topics in order to meet the needs of your students and community.

  - Persuade someone to . . .
    - Read a certain book
    - View a certain movie
    - Visit a particular city or country
    - Play a certain sport
    - Learn to play an instrument
    - Reduce, reuse, recycle
    - Unplug from all electronics for a given time period
    - Change a given rule or law
    - Donate to a particular charity
    - Eat a vegetarian diet
    - Make a certain improvement in your school, home, or community
  - The most important leadership quality is _____.
  - Dogs make better pets than cats.
  - Art education (or music, or foreign language, etc.) should be mandatory for middle school students.
  - Video games enhance learning.
  - Natural talent is more important than practice when playing a sport (or musical instrument, etc.).

- o Spending the extra money for brand names is worth it.
- Students will decide on a topic and begin to look at possible sources of information to back their claim. Homework may be assigned, as needed.

Periods 2-3
- The research for this writing will vary. Students may need to interview professionals or others as homework outside of class; Internet searches may be used; personal experience may be a source. Mini lessons on proper Internet search and citation, according to your school's acceptable use policies, may be necessary.
- Stress the use of logos, pathos, and ethos as necessary elements in the persuasive writer's craft. Editors should look for this during peer edit time.
- Ideally, it would work well to conduct the class periods as a research/writing workshop, allowing students opportunity for research, planning, writing, revising, and editing. Students should take the time to revise their work in terms of the quality of the writing and the quantity of support they give the claim.
- While students may already be familiar with the hamburger model for organizing their writing, the teacher may want to review how to organize an opinion piece of writing using this model.
- Consider using a tracking system as suggested in the previous writing workshop lesson (Lesson 3) to determine students' progress in the writing process.
- Require each student to edit with peers and evaluate her own writing, using the rubric.
- Meet with each student to discuss her self-assessment and offer suggestions for improvement, prior to submitting the persuasive writing.
- Discussion questions:
  - o How do you determine if a source is credible or not?
  - o Was there any conflicting information between your sources? How did you address that in your writing?
  - o Why is it important to know arguments for both sides of an issue?
  - o How can the "naysayers" help firm up an opinion?
  - o Can you share a time when you changed your opinion? What caused you to do so?
  - o Compare the structures of narrative and persuasive writing. Which do you prefer and why?

VIII. HOMEWORK

- Complete necessary work as homework to meet teacher-directed due dates in the writing process.

IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES

X. LESSON HANDOUTS OR ASSESSMENTS

- Handout 6 M 4.1 Research Log Handout
- Handout 6 M 4.2   Hamburger Model Graphic Organizer
- Handout 6 M 4.3 Opinion Writing Rubric

Handout 6 M 4.1   **Name_____**

Research Log

Opinion: Write your claim below.

Article Title –

Author(s)–

Expert Interview with _____

Personal experience _____

Key supporting details for my opinion

➢

➢

➢

➢

Complete one of the research logs for each source of information.

Handout 6 M 4.2   **Name_____**

Hamburger Model for Persuasive Writing

Hamburger Model for Persuasive Writing

Introduction

(Give your opinion or point of view)

_____

_____

Reason

_____

_____

_____

Reason

_____

_____

_____

Reason

_____

_____

_____

Conclusion

_____

_____
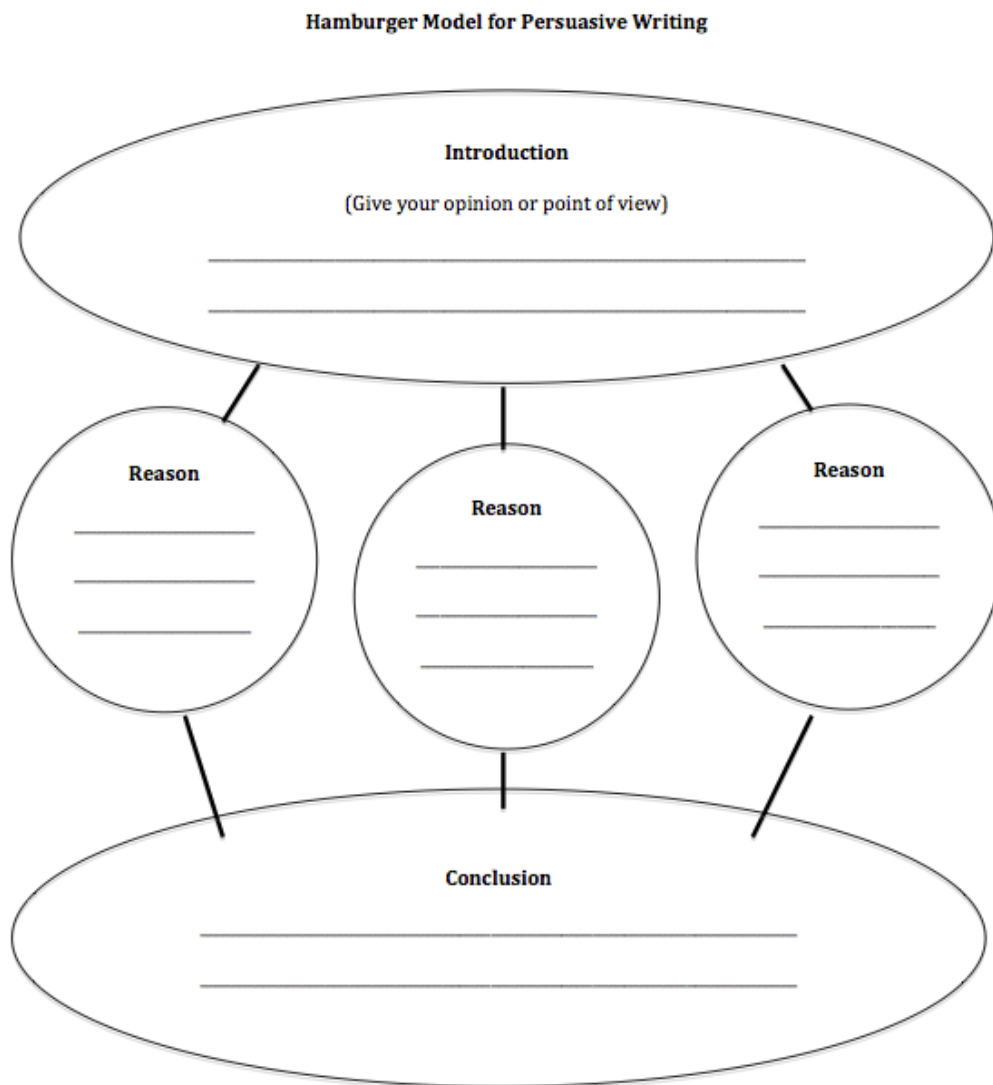
Center for Gifted Education, The College of William and Mary,

Copyright © Kendall Hunt Publishing Company

Handout 6 M 4.3   **Name**_____

Opinion Writing Rubric **Use for peer-edits, self-assessment, and teacher evaluation**				

	4	**3**	**2**	**1**
THESIS STATEMENT OR CLAIM	Forcefully and effectively serves persuasive purpose; thesis/claim is clearly stated with evidence of support to follow	Provides a persuasive purpose; thesis/claim is stated	Provides some outlook on the persuasive purpose; thesis/claim is unclear	Shows little attention to the persuasive purpose; thesis or claim is not evident
ORGANIZATION	Uses clear, consistent organizational strategy with an introduction, support, and conclusion	Uses clear organizational strategy with occasional inconsistencies	Uses inconsistent organizational strategy	Shows lack of organizational strategy; writing is confusing
ELABORATION (ETHOS, PATHOS, LOGOS)	Provides specific, well-elaborated support for the writer's position; may address opposing viewpoint(s); effective use of ethos, pathos, and/or logos	Provides elaborated support for the writer's position and stated thesis/claim; some attempt at ethos, pathos, and/or logos	Provides some support, but with little elaboration to support the thesis or claim	Lacks support
CONVENTIONS -Grammar -Spelling -Punctuation -Capitalization	Flow of paper is enhanced by skillful application of mechanics; No major errors	Minimal errors (1-3); mechanics and spelling are typical for grade level; uses transitions to connect ideas smoothly	Frequent errors (4-5) present, but content is readable; some transition of ideas	Serious errors make reading and understanding difficult; no transitions

LESSON NUMBER 5

LESSON TITLE: "WIN IT IN A MINUTE . . . OR LESS"

I.   OVERVIEW OF THE LESSON

"In making a speech one must study three points: first, the means of producing persuasion; second, the language; third, the proper arrangement of the various parts of the speech." - Aristotle

- Using persuasive techniques in a short speech to "win" over an audience

A note on structure: This lesson provides the opportunity to compare the structure of persuasive writing to that of a speech on the same topic.

II.   STUDENT LEARNING OUTCOME OR OBJECTIVE

- To effectively communicate a persuasive message
- To evaluate the persuasive messages of others

III.   INDIANA ACADEMIC STANDARDS

- 6.SL.3, 4, 5, 6

IV.   INSTRUCTIONAL TIME NEEDED

- 2 class periods

V.   GROUPING ARRANGEMENTS

- Individual speech planning and practice
- Whole group for individual speeches

VI.   READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

- Win It in a Minute Assignment Handout
- Persuasive Speech Rubric

VII.   LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

Period 1
- Introduce students to the Win It in a Minute speech using the attached handout. Recalling the TED Ed video below as inspiration, students will determine a visual, audio, or other "hook" to win over the audience during a speech based on their persuasive writing topic from Lesson 4.

- o [What Aristotle and Joshua Bell can teach us about persuasion](#)
- One class period may be devoted to speech introduction and preparation. Several days may pass before the speaking due date to allow students practice time as homework.
- Discussion questions:
  - o Considering the video, do you have new ideas of what might Joshua Bell have done differently to receive a more positive response to his music in a busy subway station?
  - o How might you attract the attention of busy or distracted classmates if you wanted them to really listen to your persuasive message from your opinion writing assignment? What will you use as your "hook?"
  - o With a one-minute time frame, how will you determine the most important evidence for your claim?
  - o Using your rubric as a guide, what kind of preparation do you think is required for a quality speech?
  - o Which is more difficult: writing a persuasive argument or delivering a persuasive argument? Why?
- Depending upon your class's ability for positive, constructive feedback, students might complete a quick evaluation card for each speech. You might also just ask for quick visual (thumbs up) and verbal feedback on what strategy the speaker used that earned the thumbs up as a winning attention-getter. Care should be exercised to help make a speech a positive learning experience.

VIII. HOMEWORK

- Prepare and practice speech for delivery on the assigned date.

IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES

- Technology integration could be achieved by having students video their 1-minute persuasive messages and deliver them electronically.

X. LESSON HANDOUTS OR ASSESSMENTS

- Handout 6 M 5.1 "Win It in a Minute . . . or Less" Handout
- Handout 6 M 5.2 Persuasive Speech Rubric

Handout 6 M 5.1   **Name_____**

Win It in a Minute . . . or Less: A Persuasive Speech with Pizzazz!

"I can be pretty persuasive if I believe in something strongly enough." Rashida Jones*

> *We might know Rashida Jones as Ann Perkins on TV's *Parks and Recreation* or from *The Muppets* movie, where she was a CDE Executive. She also graduated from Harvard, where she was a persuasive force in various school clubs.

You've written the opinion piece, and now you're ready to deliver your message in a short speech!

✓ Recalling the TED Ed video below as inspiration, you will use your convincing argument and a visual, audio, or other "hook" to win over the audience during a speech based on your persuasive writing topic from Lesson 4.
  o [What Aristotle and Joshua Bell can teach us about persuasion](#)
✓ Check the supporting evidence in your written opinion piece and decide on the most convincing argument(s) you can make about your claim. You only have ONE MINUTE or less to win over your audience. That's not very much time!
✓ Think of it as a commercial to "sell" your opinion. Decide on a way to grab the audience's attention right away! (Think about what Joshua Bell could have done to leave a lasting impression in the subway.) Here are a couple of suggestions, and let's brainstorm others:
  o *Claim:* Middle school students should learn to play a musical instrument.
  o *Hook:* Begin the speech with a few seconds of your favorite song played live on your clarinet (or violin, or whatever . . .)

  o *Claim:* It is best to adopt an animal from the Human Society, rather than buying one.
  o *Hook:* Begin the speech with a quick video clip of your own "pound puppy" frolicking in the yard with you, licking your face, or doing her best trick. Or simply wear your "I love my mutt" t-shirt (you get the idea).
✓ Be sure to introduce your claim and a quick overview right away. Ex: *By wearing this t-shirt 'I love my mutt' I am saying that it is best to adopt a dog from the pound. Not only will you save a dog's life, you will also earn the undying affection of a new best friend."* (or whatever your main evidence will be)
✓ After the hook and the introduction, launch into your best supporting evidence about your claim:
  Ex: *According to the Humane Society of the United States, 6 to 8 million dogs and cats enter shelters each year. 3 to 4 million of them are adopted from shelters each year."* ...then go into additional detail as time allows.
✓ Be sure to check the rubric: key points, timing, eye contact, volume, enunciation, etc. You're the expert on your claim. Show what you know: ethos, logos, and pathos!
✓ Once you have your ideas organized on note cards, it's time to practice, practice, and practice. Avoid reading; talk to your audience.
✓ Your speech will be delivered on _____ (due date).

Handout 6 M 5.2   **Name_____**

	Win It in a Minute . . . or Less **Persuasive Speech Rubric**			
	4	**3**	**2**	**1**
Introduction and "Hook"	(1) Grabs audience attention (2) Clearly identifies topic (3) Establishes credibility (4) Previews the main point(s)	Meets 3 of the 4 criteria	Meets 2 of the 4 criteria	Meets 1 of the 4 criteria
Delivery	Uses clear voice, adequate volume, and correct, precise enunciation; direct eye contact, rarely referring to notes	Voice is clear; most words are pronounced correctly; some return to notes, but eye contact is fairly strong	Voice is low or mumbled; several mispronunciations are noted; minimal eye contact is made with the audience	Unclear or unable to be heard; no eye contact, as all information is read from notes
Persuasive Claim and Evidence	Persuasive claim is clear and well-supported with evidence	Persuasive claim is made and evidence is cited	Claim may need additional clarification; support may be lacking	Claim is unclear; little or no support given for claim
Time	Within the allotted one minute time frame	Over by 10%	Over by 20%	More than 20% over allotted time

Comments: _____

_____

_____

LESSON NUMBER 6

LESSON TITLE: "RADICAL RENAISSANCE RESEARCH"

I.   OVERVIEW OF THE LESSON

"Study the past, if you would divine the future." -Confucius

- Research and expository writing on a topic related to the Renaissance

A note about the concept of structure: Students will learn to structure their research, structure an expository writing piece, and structure source citations.

II.   STUDENT LEARNING OUTCOME OR OBJECTIVE

- To research a topic, drawing information from a variety of texts/sources
- To write an expository piece that examines a topic in detail
- To compare one author's viewpoints with that of another author

III.   INDIANA ACADEMIC STANDARDS

- 6.RI.1, 3, 5, 6, 7, 9, 10
- 6.W.2, 4, 5, 6, 7, 8, 9, 10
- 6.L.1, 2, 3, 6
- 6.SL.1

IV.   INSTRUCTIONAL TIME NEEDED

- 4-5 class periods

V.   GROUPING ARRANGEMENTS

- Whole group mini lessons on the research model
- Individual planning and writing
- Peer editing; teacher editing

VI.   READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

- Social Studies textbook
- Access to the school media center or a variety of Renaissance books on a cart
- Computers/Internet
- Attached list of possible Renaissance topics/people for research
- MLA citation examples or access to Noodle Tools or other online citation program
- Structuring My Renaissance Research Handout
- Research Log Handout
- Editing Handout
- Expository Writing Rubric

VII.   LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

At the time of this writing, Indiana's 6th grade earth social studies standards include the following requirement.

2013 INDIANA ACADEMIC STANDARDS FOR SOCIAL STUDIES
6.1.8 Compare the diverse perspectives, ideas, interests, and people that brought about the Renaissance in Europe.

While an overview may be part of the social studies textbook, this research project will offer students choice and an opportunity to delve deeper into the topics. Its interdisciplinary nature provides a judicious use of time.

Period 1

- Mini-Lesson: Spend some time reviewing key points about the Renaissance in your sixth grade social studies text. Consider how this chapter in the text follows the ideas previously studied and those that will come. *(focus on INCCS 6.RI.5)*
- Guiding Questions
    - How did the effects of the Plague bring about an interest in rebuilding the Western world?
    - Why do you think Italy, specifically Florence, was the birthplace of the Renaissance?
    - How does the Renaissance affect us today?
    - How does the text structure offer beneficial comprehension clues when one is reading and researching a topic?
- Explain the Renaissance research project, and have students work in smaller groups to brainstorm possible topic choices. Then return as a large group and record their ideas for all to see. Assist in narrowing topics that are too large for the intent of this research.
- As homework, students should browse some online sites regarding topics of interest to help them determine if there will be adequate information.

Periods 2-3-4

- Mini-Lessons may be needed and can be taught prior to each day's work sessions:
    - Organizing research
    - Writing a Thesis Statement
    - Effective Peer Editing
    - Citing Sources
    - Formatting written work on the computer
- As in previous writing lessons (3 and 4), students might be best served in a writer's workshop format where each student is allowed his own time to research, plan, write, revise, edit, meet 1:1 with the teacher, and give/receive peer feedback.

- Some type of "tracking" chart can assist the teacher and the student. An inexpensive suggestion is to put student names on craft sticks with magnet tape on the back. Write the various research stages as headings on the white board – topic check, active research using the research log; outline, rough draft, editing, final draft, sources cited page – and students move their names to the appropriate heading. There may also be heading to receive 1:1 teacher time so that each student has the opportunity to check in with an adult editor.

VIII. HOMEWORK

- The teacher may wish to "chunk" the research stages into smaller due dates, and students' homework will depend on their progress in class.

IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES

- Natural interdisciplinary connection to social studies
- Research might be extended to offer students the opportunity to create multi-media presentations on their topics of choice

X. LESSON HANDOUTS OR ASSESSMENTS

- Handout 6 M 6.1 Suggestions for Research Handout
- Handout 6 M 6.2 Structuring My Research Handout
- Handout 6 M 6.3 Research Log Handout
- Handout 6 M 6.4 Editing Handout
- Handout 6 M 6.5 Expository Writing Rubric

Handout 6 M 6.1   **Name_____**

<div style="border:1px solid #000; background:#d9d9d9;">

Suggestions for Renaissance Research Topics

This is just a small sampling. Brainstorm many more or expand/narrow one of these!

</div>

- The Arts
    - DaVinci
    - Monteverdi
    - Donatello
    - Michelangelo
    - Raphael
    - The Medici family
    - Dante
    - Brunelleschi
    - Rome's structural architecture; Florence
    - Petrarch
    - Shakespeare's writings
- Music
    - Composers and works (Desprez, Palestrina)
    - Genres (motet, mass, madrigal, dance)
    - Music and its relationship to religion
- Science
    - Alchemy – Paracelsus
    - Astronomy – Copernicus, Kepler, Galileo, Newton
    - Medical discoveries – circulatory system, pharmacology
- Trade and exploration
    - compasses and maps
    - Prince Henry of Portugal
    - Bartolomeu Dias
    - Vasco da Gama
    - Magellan
    - Columbus – beyond what we know!
    - Asia and Africa
    - The New World (Mexico, Latin America)
- Education & philosophy
    - Humanism - Erasmus
    - Gutenberg - influence of printing press
    - Education during Reformation
    - What about women? – Elizabeth I
- Religion and spirituality
    - Religious humanists: Desiderus Erasmus, Thomas More
    - Martin Luther
    - Protestant Reformation
    - Council of Trent

Handout 6 M 6.2   **Name_____**

Structuring My Renaissance Research Project

"Learning never exhausts the mind." - Leonardo DaVinci

Renaissance   *n. capitalized -* the transitional movement in Europe between medieval and modern times beginning in the 14th century in Italy, lasting into the 17th century, and marked by a humanistic revival of classical influence expressed in a flowering of the arts and literature and by the beginnings of modern science

1. What question will you use to guide this research project? What do you want to know?

   _____

   _____

   _____

   _____

2. Find 4-5 articles about your topic, a combination of online and paper text. Use the Research Log handout to help you organize your findings and keep track of your sources. Be sure to read the information and then put the key points into your own words to avoid plagiarism!

3. After you complete the active research phase, analyze your research log and determine what major conclusion you have drawn or how you have answered your guiding question. Write that conclusion below.

   _____

   _____

   _____

   _____

4.   Create an outline for your writing. The format below and the notes in your research log will help you.

   ➢ Opening Paragraph: Define the topic and hook the reader with an interesting bit of information.

5.

   ➢ Body Paragraphs (may be more than 3)

   Major Finding #1 – Supporting details

   Major Finding #2 – Supporting details

   Major Finding #3 – Supporting details

   ➢ Concluding Paragraph: Evaluate, analyze, and/or summarize the key ideas of your research. Consider how your guiding question was answered.

Book with one author:

Author's last name, First name and Middle initial [if available]. *Italicize Title*. Publication Location: Publishing Company, Year. Print.

Ex: Bramly, Serge. *Leonardo: The Artist and the Man.* London: Penguin Books, 1994. Print.

Encyclopedia

"Title of Article or Entry." Title of Reference Work. Edition. Year. Format.

Ex: "Shakespeare." The New Encyclopaedia Britannica: Macropaedia. 15th ed. 1998. Print.

Webpage

Last name, First name. "Article Title." *Website Title.* Publisher of Website, Day Month

Year article was published. Web. Day Month Year article was accessed. <URL>.

Ex: "Florentine Art and Architecture." *Renaissance: Focus on Florence.* Annenburg Foundation. 2013. Web. 30 August 2013. <www.learner.org>.

Purdue Online Writing Lab is an excellent writing resource for citations and so much more!

7.   You're now a Renaissance Man . . . or Woman!

Handout 6 M 6.3   **Name_____**

Research Log: Renaissance Project

Research Question: _____

_____

_____

_____

Find 4-5 articles about your topic – print and online. Organize each on a separate sheet of paper or document, using the following format as a guideline. Be sure to put the key points in your own words to avoid plagiarism. You will need to complete the information below for each of your sources.

> Complete as much of the citation information that you need or can find:
>
> Article Title -
> Author -
> Publisher -
> Place of Publication -
> Date of Publication –
> Website –
> Date accessed –
> Key informational points from this article:
> > ➢
> >
> > ➢
> >
> > ➢
> >
> > ➢
> >
> > ➢
>
> Major conclusion or main idea that this source/author offers about my topic:
> > ➢
>
> Similarities or differences from other sources:
>
> > ➢

Handout 6 M 6.4   **Name**_____

Peer- and Self-Editing Checklist

Offer meaningful and helpful feedback! Place your initials next to each checkmark once you have checked that area.

Organization

✓ Introduction tells about the topic or guiding question and "hooks" the reader.

✓ Introduction has at least three sentences and a clear thesis statement that defines what information is to follow.

✓ There are at least three body paragraphs.

✓ Each body paragraph has a main idea with at least three supporting details

✓ The conclusion paragraph offers an answer to the guiding question and/or summarizes the findings.

Ideas and Transitions

✓ The ideas flow logically and make sense.

✓ Transitions are smooth.

✓ The information is presented in an interesting fashion.

Word Choice and Sentence Structure

✓ Precise words are used for the topic.

✓ Sentence structure is varied - simple, compound, and complex sentences

Conventions

✓ Check for . . .
· Misspelled words
· Grammar errors
· Punctuation errors
· Run-on Sentences
· Fragments

Handout 6 M 6.5   **Name_____**

	Expository Writing Rubric

	Exemplary	Satisfactory	Needs Improvement
Organization	-Strong introduction, development, and conclusion -Natural transitions	- Basic organization is apparent; introduction and/or conclusion may be weak -Transitions fit the purpose but may sound forced	-Lack of organization; introduction or conclusion missing -Absent or ineffective transitions
Content	-Strong topic/thesis addresses the defining question -Quality and quantity of information educates the reader -Highly effective examples, evidence, and elaboration used to develop the ideas	-Topic/thesis addresses the defining question -Information relates to the topic -Examples and evidence are somewhat limited or provide minimal support for the topic	-Attempted topic/thesis statement, but it may be unclear -Information is minimal, unclear, or wanders from the topic -Examples and explanations are inaccurate, confusing, or omitted
Conventions	-No major mechanics errors -Correct grammar and usage contribute to clarity -Strong sentence variety -Citations are correctly formatted	-Errors present, but they do not impede readability -Some functional variety of sentence structure -Includes citations; some formatting errors	-Extensive errors impede readability -Mostly simple sentences; limited variety -Reader must reread to make sense of writing -Citations are missing or have extensive formatting errors

Teacher may assign appropriate percentages or ratings.

LESSON NUMBER 7

LESSON TITLE: "COMPARING AUTHORS' FINDINGS"

I. OVERVIEW OF THE LESSON

"History is a cyclic poem written poem written by time upon the memories of man." - Percy Shelley

- Comparing different authors' presentations of the same events

II. STUDENT LEARNING OUTCOME OR OBJECTIVE

- To compare one author's viewpoints with that of another author
- To determine validity and reliability in research findings

III. INDIANA ACADEMIC STANDARDS

- 6.RI.1, 3, 9, 10
- 6.W.10
- 6.SL.1, 6

IV. INSTRUCTIONAL TIME NEEDED

- 1 class period

V. GROUPING ARRANGEMENTS

- Whole group discussion
- Individual writing - journal prompt

VI. READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

- Students' completed Research Log Handouts from Lesson 6

VII. LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

- This lesson may be "inserted" during the active research phase of Lesson 6.
- Have students use their completed Research Log notes from Lesson 6 to compare the information that they found from various authors/sources on their chosen Renaissance topics.
- Allow some time for them to highlight similarities and/or differences in the historian's perspectives
- Guiding Questions
  - o How might we determine reliability and validity in the information that we read – both online and print sources?

- o Did you find any conflicting information between authors in your research? If so, how can that be addressed in your writing?
- o How does Percy Shelley's quote relate to today's discussion? "History is a cyclic poem written poem written by time upon the memories of man."
- o Why do you think authors may have conflicting information about historical events?
- o Which do you prefer to read: informative text about events in history or historical fiction? Why?
- Journal writing prompt: If you were to write a historical fiction story about your Renaissance topic, what kind of plot would you weave? Who would the characters be?
- If time permits, students might share their thoughts.

VIII. HOMEWORK

- Students should finish the journal writing as homework.

IX. INTERDISCIPLINARY CONNECTIONS, ENRICHMENT POSSIBILITIES, OR RESOURCES

- This standard (6.RI.9 – Compare and contrast one author's presentation of events with that of another) may also be addressed through students' independent informational reading. One specific example given in the INCCS is reading a memoir written by a person and a biography on the same person. A compare/contrast piece of writing could follow up the reading.

X. LESSON HANDOUTS OR ASSESSMENTS

- Students' journal writing may provide an informal assessment.

LESSON NUMBER 8

LESSON TITLE: "OLD POEMS ABOUT GROWING OLDER"

I.   OVERVIEW OF THE LESSON

"Poetry is the rhythmical creation of beauty in words." -Edgar Allan Poe

- Comparing classic poems of different genres, but with similar themes

A note on the concept of structure: The structure of poetry can be a focus of this lesson.

II.   STUDENT LEARNING OUTCOME OR OBJECTIVE

- To compare poems of various genres, all on a similar theme

III.   INDIANA ACADEMIC STANDARDS

- 6.R.L. 1, 2, 4, 5, 9, 10
- 6.SL.1

IV.   INSTRUCTIONAL TIME NEEDED

- 2 class periods

V.   GROUPING ARRANGEMENTS

- Small group poetry analysis
- Small and large group discussions

VI.   READING SELECTIONS, WEBSITES, MATERIALS, AND EQUIPMENT NEEDED

- Old Poems About Growing Older Handout
- Poetry Analyzer Handout
- Access to Internet

VII.   LESSON, STUDENT ACTIVITIES, GUIDING QUESTIONS

Period 1

- Divide students into five groups to analyze the poems. Assign one poem per group.
- In small groups, students will complete the Poetry Analyzer Handout on their poem. You might want to allow students Internet research to extract more meaning from the poems.
- Depending upon the poetry experiences of your class, you may ask students to highlight certain poetic elements, as they apply:
    - o   Rhyme scheme

- o   Meter and Foot
- o   Figurative language
- o   Sound patterns

Period 2

- • Have one person in each group do an oral reading of the poem the group analyzed.
- • Questions for follow up discussion of the poems:
  - o   What are some similarities in all of these poems?
  - o   How does each poet address the theme of "growing older."
  - o   What makes these classic poems?
  - o   How does the genre affect the poem's meaning?
  - o   In your opinion, which poem is most uplifting? Why?
  - o   Which poem is most somber? Why?
  - o   Which poem do you like best? Why?

VIII.   HOMEWORK

- • Period 1 – Students should finish their part of the poetry analyzer as homework and read all of the poems again before the next class period. Remind students that one person in each group will be responsible for an oral reading of the poem during the next class period. Practice!

IX.   INTERDISCIPLINARY   CONNECTIONS,   ENRICHMENT   POSSIBILITIES,   OR RESOURCES

- • Excellent oral readings of these classic poems are available online at Libravox.org. This would provide another way to address INCCS 6.RL.7 – Compare and contrast the experience of reading a poem to listening to one.

X.   LESSON HANDOUTS OR ASSESSMENTS

- • Handout 6 M 8.1 Old Poems About Growing Older Handout
- • Handout 6 M 8.2 Poetry Analyzer Handout

Handout 6 M 8.1   **Name**_____

Old Poems About Growing Older

WHEN YOU ARE OLD
By William Butler Yeats

When you are old and grey and full of sleep,
And nodding by the fire, take down this book,
And slowly read, and dream of the soft look
Your eyes had once, and of their shadows deep;

How many loved your moments of glad grace,
And loved your beauty with love false or true,
But one man loved the pilgrim soul in you,
And loved the sorrows of your changing face;

And bending down beside the glowing bars,
Murmur, a little sadly, how Love fled
And paced upon the mountains overhead
And hid his face amid a crowd of stars.

SONNET LXXIII
By William Shakespeare

That time of year thou mayst in me behold
When yellow leaves, or none, or few, do hang
Upon those boughs which shake against the cold,
Bare ruin'd choirs, where late the sweet birds sang.
In me thou see'st the twilight of such day
As after sunset fadeth in the west;
Which by and by black night doth take away,
Death's second self, that seals up all in rest.
In me thou see'st the glowing of such fire,
That on the ashes of his youth doth lie,
As the death-bed, whereon it must expire,
Consum'd with that which it was nourish'd by.
This thou perceiv'st, which makes thy love more strong,
To love that well, which thou must leave ere long.

CROSSING THE BAR
By Alfred, Lord Tennyson

Sunset and evening star,
   And one clear call for me!
And may there be no moaning of the bar,
   When I put out to sea,

But such a tide as moving seems asleep,
   Too full for sound and foam,
When that which drew from out the boundless deep
   Turns again home.

Twilight and evening bell,
   And after that the dark!
And may there be no sadness of farewell,
   When I embark;

For though from out our bourne of Time and Place
   The flood may bear me far,
I hope to see my Pilot face to face
   When I have crossed the bar.

THE ANGEL
By William Blake

I dreamt a dream! What can it mean?
And that I was a maiden Queen
Guarded by an Angel mild:
Witless woe was ne'er beguiled!

And I wept both night and day,
And he wiped my tears away;
And I wept both day and night,
And hid from him my heart's delight.

So he took his wings, and fled;
Then the morn blushed rosy red.
I dried my tears, and armed my fears
With ten-thousand shields and spears.

Soon my Angel came again;
I was armed, he came in vain;
For the time of youth was fled,
And grey hairs were on my head.

A DREAM WITHIN A DREAM

By Edgar Allan Poe

Take this kiss upon the brow!
And, in parting from you now,
Thus much let me avow,
You are not wrong, who deem
That my days have been a dream;
Yet if hope has flown away
In a night, or in a day,
In a vision, or in none,
Is it therefore the less gone?
All that we see or seem
Is but a dream within a dream.

I stand amid the roar
Of a surf-tormented shore,
And I hold within my hand
Grains of the golden sand,
How few! yet how they creep
Through my fingers to the deep,
While I weep, while I weep!
O God! can I not grasp
Them with a tighter clasp?
O God! can I not save
One from the pitiless wave?
Is all that we see or seem
But a dream within a dream?

Handout 6 M 8.2   Name_____

Poetry Analyzer

Key Words

What were new words for you? What were some interesting words?

Feelings

What feelings did you have while reading this poem? What feelings did the characters or writer have? How do you know?

Description/ Images

What kind of description was included? What did that make you think of?

Ideas: What were the main ideas of the poem? Cite lines or words that support the idea.

Title of Poem:

Author:

Structure

What genre of poem is this? How did the author use elements like rhyme or metaphor? How was this effective?